

VOLUME IV

The

NUMBER 10

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



MARCH, 1924



Professional Discipline

ONE hall-mark of a profession is the capacity so to control its members as to secure a standard of moral conduct for all. In every profession there are great divergencies of intellectual and technical capacity. This is inevitable and renders possible the emergence of great leaders. But there should be a very limited possibility of divergence in moral conduct. There must be a standard, and a high one, to which all members are expected to attain. The church, the legal profession, the medical profession, put a definite and high standard before their members, and disciplinary courts in all cases strive to enforce this standard. Hitherto there has been no such machinery in the teaching profession, and the fact that such machinery is now emerging is one among many signs that a sense of professional responsibility, independent of the special work of this or that grade of teachers, is taking shape.

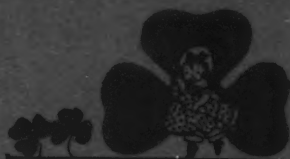
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The A.T.A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month.



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Vol. IV.

Edmonton, March, 1924

No. 10

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Official Announcements

TO SECRETARIES OF LOCALS:

We are anxious that all parts of the Province be adequately represented at the Annual General Meeting during Easter Week.

RESOLUTIONS FOR CONSIDERATION AT ANNUAL GENERAL MEETING.—Will you do your best to persuade your members to concentrate on this matter? Too often the complaint is made that the city locals rule the Alliance. If so,

it is because the small locals do not avail themselves of their just rights under the Constitution. A small local of six members has just as much right to send in resolutions as a large local. Furthermore, a small local has a greater proportional representation at the Annual Meeting than has a large city local. (See table given below representing by Delegates.)

HOW TO INITIATE BUSINESS FOR ANNUAL GENERAL MEETING.—Any member of a local Alliance may bring forward a resolution at any regular meeting of the local, and, if passed by a majority vote, such resolution may place the resolution on the agenda of business to be passed on by the Provincial meeting. Thus, any member of the Alliance has the power to initiate business which he considers of import to the teachers of Alberta as a whole, which business can be brought before and passed upon by the whole teaching body.

REPRESENTATION BY DELEGATES AT ANNUAL MEETING.—

- (1) Locals of six members are allowed one delegate.
- (2) Locals of ten members are allowed two delegates.
- (3) Locals of twenty-five members are allowed three delegates.
- (4) Larger locals may add one delegate for each additional 25 or fraction thereof.

N.B.—All members of the Alliance have the right to speak at the Annual General Meeting, but only ACCREDITED DELEGATES FROM LOCALS have the right to vote. Delegates' expenses are pooled.

ELECTION OF EXECUTIVE.—Any local, by resolution, may nominate a candidate for the office of President, a geographic Representative of the District.

Any member of the Alliance is eligible for election as Vice-President but:

(1) A nominee for the office of Geographic Representative must be located in that particular district.

(2) A candidate for the office of President is required to have had previous experience as a member of the Provincial Executive. The following are eligible for nomination: Geo. D. Misener, Edmonton; T. E. A. Stanley, Calgary; C. E. Leppard, Calgary; Miss R. J. Coutts, Calgary; J. M. Roxburgh, Edmonton; H. C. Newland, Edmonton; C. E. Peasley, Medicine Hat; J. T. Cuyler, Medicine Hat; D. M. Sullivan, Medicine Hat; Miss M. J. Goudie, Medicine Hat; W. S. Brodie, Lethbridge; S. R. Tompkins, Lethbridge; Miss M. B. Tier, Calgary; W. W. Scott, Calgary; F. D. B. Johnson, Calgary; J. E. Somerville, Edmonton; Golden L. Woolf, Cardston; Claude S. Robinson, Camrose; H. B. Dobson, Edmonton; Miss Ada I. Wright, Vegreville; Miss Kate Chegwin, Edmonton.

Resolutions for the Annual General Meeting and nominations for the election of the Executive should be forwarded as soon as possible.

NOMINATIONS AND RESOLUTIONS FOR ANNUAL GENERAL MEETING.—Nominations for President, Vice-President and Five District Representatives on the Executive for the year ending Easter, 1925, should be forwarded as soon as possible, as also, should resolutions for consideration at the next A. G. M.

JOHN W. BARNETT,
General Secretary-Treasurer.

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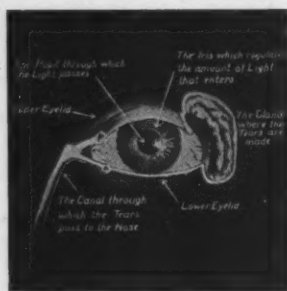
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Summary of Recommendations of Curriculum Meetings of East Easter Convention

READING

Grade I.

1. That more attention be given phonics, both as regards method and how phonics may be related to language, music, memorization, games and rhymes.
2. That in supplementary reading, ability to read be the test rather than number of books read.
3. That the sentence specifying sounds to be taught during first six months be deleted.
4. That a good phonic and silent reader be provided to accompany the new primer.

Grade II.

1. That some suggestion be given in connection with word and phrase drill in the mechanics of reading.
2. That further suggestions re phonic lists and word builders would be helpful.
3. That the term "Silent Reading" should be further defined.

LITERATURE

Grade I.

1. That suggested list of poems be enlarged to include some of Stevenson.
2. That reading of stories by the children as required on p. 16 be made optional.

Grade II.

No comment.

Grade III.

Greater variety in the poetry desirable.

Grade IV.

Grade V.

Memory selections too difficult, particularly "Sir Bedivere," "Riders of the Plains" and "Ingratitude."

Grade VI.

"Pilgrim's Progress" and "Alice in Wonderland" not satisfactory as supplementary reading. Historical plays were suggested in their place.

Grade VII.

Course satisfactory but material suggested for Silent Reading not available. More selections dealing with Western life should have been included. Suggestions—Choose less expensive supplementary readers. Arrange memory work in a cycle of 3 years.

LANGUAGE

Grade I.

1. Add "got" to the list on page 53.
2. Change "write" to "copy" in last sentence of "summary of attainment" p. 55.
3. Also in summary amend "Tell three stories" to read "Prove that he knows three stories by dramatizations, pictures, illustrations, answering questions and relating parts."

Grade II.

Attention is called to a supposed contradiction as between the Language and Spelling courses in the matter of dictation of sentences.

Grade III.

Satisfactory.

Grade IV.

Satisfactory.

Grade V.

Satisfactory.

Grade VI.

Outline satisfactory. Text-book needed.

Grade VII.

1. Paraphrasing poetry and turning prose into verse should be omitted. Best authorities have discarded this practice.

2. On p. 79 under "sentence practice" the following exercises are suggested:

(a) Enlarge simple into complex sentences.

(b) Combine several simple sentences into one good complex sentence.

(c) Practise completing a sentence by means of a clause.

(d) Practise the use of a good introductory clause.

3. The material under the five headings—"Thought work," etc., should be regrouped so as to give some idea of order in which material might best be taken.

A complete alternative course for VII. was submitted.

GRAMMAR

Grade VII.

Satisfactory.

Grade VIII.

1. That a grammar text with exercises be authorized.

2. That one text be prepared to include both Grammar and Composition.

3. That a list of narrative and debating topics be added to the course.

4. That principal parts of the verb be added.

ARITHMETIC

Grade I.

1. That clauses seven and eight from "Scope" on page 9 be deleted but that children be taught to count so well that they will know the relations, e.g., 45 plus 5 equals 50.

2. That outline be re-arranged so that work of each term stand out by itself.

3. Course should provide that following number concepts of number be taught.

(a) The Series idea; (b) Relational idea; (c) Collective idea; (d) The ratio idea to a limited extent.

4. The terms "formal arithmetic" and "symbol" should be more clearly defined.

5. Clause 7 relating to "families" might be omitted.

6. That section 8 of Scope be eliminated.

Grade II.

1. That the addition be limited to 50.

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2. That clause 2 of Scope be made more definite.
3. That the bridging of 10's be more definitely stressed.
4. That the vocabulary in arithmetic course be expanded to include the terms—more than, less than, greater than, difference.

Grade III.

1. That either the borrowing method be used in subtraction, or the additive.
2. That checking be introduced in this course.
3. That problems in denominate numbers be introduced in this grade at the beginning of the year and form a basis for teaching the four fundamental processes throughout the year.
4. Roman Numerals beyond are superfluous for a Grade III. child.
5. That fraction symbols, such as $\frac{1}{2}$, $\frac{1}{4}$ be taught after each multiplication table is taught.
6. The course should stress addition and subtraction as of most importance in Grade III., accuracy and speed being aimed at, while multiplication and division be regarded as of secondary importance, accuracy rather than speed being the goal.

Grade IV.

1. That work be confined to unit fractions.
2. That addition columns vary in number and length.
3. That multiplication and division exercises be confined to 3 digits and the multiplier and divisor.
4. That the major portion of written work be confined to one step problems.

Grade V.

That multiplication by $30\frac{1}{4}$ and $5\frac{1}{2}$ be left to Grade VI., and all of cubic measure.

2. There is too much difference between work of IV. and V. More problem work might be included in IV.
3. The unitary method of solving statements should be taught in Grade IV.
4. Grade V. should teach more problem work, stressing those using fractions and eliminate all reductions, but the problems should be made practical.
5. Fractions requiring reduction to common denomination should not be introduced in Grade V.
6. A new Arithmetic manual would be desirable.

Grade VI.

A text-book should be prepared with carefully arranged and carefully graded exercises in which each exercise would contain but one phase of a difficulty.

Grade VII.

1. That aim 2 be amended to read: "To extend the work in fractions to include decimal fractions and percentage with special attention to decimal fractions."
2. That the word "Ratio" be struck out of clause 7 of Scope.
3. That in Scope (12b) the extent of the problems in Simple Interest be limited to the finding of Interest and Amount.
4. That the expression "Business Bills and Accounts" be made more specific.
5. That unless the Curtis tests be supplied for each pupil. Suggestion No. 2 is impracticable.
6. That suggestions 3 and 5 are at variance with the authorized text and the method of the text is preferable.

MUSIC**Grade I.**

1. Music and literature might be more closely correlated by the inclusion of nursery rhymes in the music course.
2. That certain songs which because of unusual literary form or unfamiliar words do not appeal to the children should be omitted and action songs substituted.

Grades II., III., IV.,

Satisfactory.

Grade V.

Course too crowded.

Grade VI.

Somewhat too long for thorough work.

ELEMENTARY SCIENCE**Grade I.**

1. That the term "Bibliography" should be more suitable than "Supplementary Reading."
2. That two be substituted for four in the matter of stories to be read per month.
3. That a list of natural objects from which teacher might select be included in the course.
4. That supplementary reading be extended to include—Mother West Wind Stories, and other Thornton Burgess books.

Grade II.

1. That individual collections of seeds be omitted.
2. That following might be considered for supplementary reading list: Eyes and No Eyes (Buckley); Burgess Books, Nature Stories (Gardiner), Among the Pond People (Pierson).

Grade III.

1. Individual collections and mounting are too difficult for Grade III.
2. Ten plants would be better than 15.
3. The collection of insects should be eliminated.
4. Set definitions of land and water forms must be given, but these must be in the simplest form possible.
5. In Hygiene the limits for this grade should be definitely marked out.

Grade IV.

It would be preferable to have the plants and birds to be taught specified with sufficient option to make the course applicable to any locality.

2. Nature charts for the schools would be very useful.

3. All collections of insects, animal pelts and extensive collections of plants should be discouraged and the preservation of wild life encouraged.

4. Hygiene rather than Physiology should be stressed in this grade.

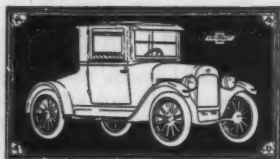
5. It was thought that the relative positions of the continents and oceans might be taught in this grade.

Grade V.

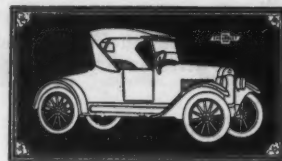
1. Digestive system considered too difficult for Grade V.

2. Study of surface, soil and elevation too difficult for Grade V.

3. In Nature Study the course covers too much ground.



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4. Sequence is too indefinite.
5. The course savors of scientific study.
6. Use should be emphasized. The function of the plant is more important than detailed description.

Grade VI.

1. Outlines should be more definite, e.g., number of rivers to be taught, etc.
2. Course in Nature Study considered too long. Hygiene satisfactory.

Grade VII.

1. An intensive study of nervous system of no value to Grade VII. child.
2. Secretory system—unsuitable.
3. An alternative course is suggested.
4. Too much work has been left for Grade VII.
5. Wisdom of taking Eurasia as a whole is questioned.
6. South America should be down in Grade VI.

INDUSTRIAL ART

Grade I.

1. This subject should be correlated more closely with other subjects of the grade.
2. That work should be reduced if it is to be covered in the allotted time.
3. Teaching of color scheme in doll's house be eliminated.
4. Cut paper letters other than straight line letters should not be attempted.

Grade II.

1. That the 10 problems be divided into 5 Art and 5 Manual Art problems.
2. Discussion by ~~children~~ of color scheme of walls of room should be omitted.
3. ~~Doll's furniture~~ be limited to 3 pieces.
4. Exercises II. and IX. might be combined and the drawing of the Union Jack substituted for IX.
5. This course should be reduced.
6. Exercise IV. should be amended to read "in crayon or cut paper."

Grade III.

1. Problems should be simpler, taking less time.
2. Modelling should be omitted from Ex. I.
3. Tone paper would be preferable to manilla for landscape work.
4. Booklet too difficult.
5. This course should be reduced.
6. Pupils in this grade cannot discuss design in costumeing.

Grade IV.

1. Eliminate book problem.
2. This course should be reduced to 8 or 9 problems.

Grade V.

1. Either reduce the number or simplify the problems.
2. Work might be more completely correlated with other subjects.
3. ~~Animals~~ should be left to Grade VI.

Grade VI.

1. Make the requirement 8 out of the 10 problems.

WRITING

Grade I.

1. That some approved system of writing should be adopted.

Grade II.

1. Some system other than the Barnes System should be adopted.
2. There should be a recognized standard set for capital letters.

Grade III.

1. That a more definite course be prescribed.
2. That the size of the letters be half a space, i.e., half of the space used in Grade II.

Grade IV.

1. That muscular movement be not compulsory in this grade unless it has been taught from Grade I. on. A new writing book is urged.

Grade VI.

1. The course should be made clearer.
2. A writing manual should be prepared.

SPELLING

Grade II.

1. Increase word building in this grade and extend through grades III., IV. and V.
2. The supplementary list and test should be in the same section as the regular work.
3. Include short simple sentences using the words of the list.

Grade III.

1. Change order of the words from the alphabetic.

Grade IV. and V.

Satisfactory.

Grade VI.

The course itself is satisfactory but it should include a scale of marking.

Grade VII.

No comment.

Grade VIII.

1. Course should contain a suggested "third list," i.e., words selected from the History, Geography, Grammar, Agriculture, etc.
2. It should include a definite list of homonyms, antonyms, and synonyms.
3. There should be more drill in dictation.

CITIZENSHIP AND HISTORY

Grades I. and II.

The outlines for Grades I. and II. unanimously approved.

Grade III.

Committee would prefer that work for III. be outlined separately.

Grade IV.

The course should be strengthened by making it more definite and concise.

Grade V.

1. Aim set forth by the author too narrow.
2. Section entitled "Social Relationships" should

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be worded to make the interpretation more obvious to inexperienced people.

Grade VI.

1. It is recommended that less time should be spent on such material as that relating to King Arthur and Charlemagne.

2. That an effort be made to secure a History Reader to cover the work in History and Citizenship.

3. The aim (3) be stated more specifically.

Grade VII.

1. It is recommended that the course be rewritten to provide:

(a) The presentation of a wider view of the nation's life than the social and economic alone.

(b) Elimination of section (d) in the citizenship topics.

(c) The allotment of a greater proportion of Canadian History.

(d) A more equitable division among the grades.

The committee offers the following suggestions: The division of Canadian History into four periods—(1) Of discovery, closing with the work of Cartier; (2) Of settlement and exploration 1603-1755; (3) Of development as a British Colony 1759-1841; (4) Of Confederation and growth of the Dominion 1841 to the present, and the division of British History into three periods: (1) Of conquest, closing with 1154; (2) Of establishment and development of national life, closing with Tudor period, and, (3) Period of industrial revolution and national growth to the present.

AGRICULTURE

Grade VII.

The committee approves the course and time allotted to this subject and recommends that it stand as outlined.

PHYSICAL TRAINING

Grade I.

Some attention should be given to adapting this course to schools where the only available space is the school room with fixed desks.

Grade II.

A short description of games suitable for playground or gymnasium and school room should be incorporated in the course.

Grade III.

No comment.

Grade IV.

The booklet suggestions as to Games should be made available for every teacher.

Grade V.

Only difficulty experienced by Grade V. teachers is in carrying out the outline in a room with fixed desks.

Consideration of the following subjects by the senior grades was left over until the 1924 meeting viz. Art, VII. and VIII. Music VI. VII. and VIII. Writing VII. and VIII. Physical Training VI. VII. and VIII.

RESOLUTIONS FOR ANNUAL GENERAL MEETING

Whereas, it is known to this Local that teachers have suffered because of ill-feeling leading to dismissal through complaints derogatory to the teacher's character or work or both, made to the board of trustees by parents having children under his control.

Be it resolved, that the teachers' contracts include a clause stating that any complaint from any source to a school board regarding a teacher be made in writing and signed by the person making the complaint; and further,

Be it resolved, that the meeting where the teacher is to hear reasons for his dismissal discussed that the name of the complainants be divulged to the teacher, and an opportunity given for the teacher to interview the complainant in the presence of the Board of Trustees and a disinterested party, preferably a ratepayer, and that unless the complaints are valid the teacher be protected by retaining his position and the complainants be censured. (Stony Plain.)

NAMES AND ADDRESSES OF LOCAL SECRETARIES

Local Alliance	Name and Address of Secretary
BASHAW	J. L. West, Bashaw.
BASSANO	Mrs. Bell
BEISEKER	D. Gallagher
BELLEVUE	Mr. C. V. Asselstine, B.A., Bellevue.
BLAIRMORE	Miss V. J. Keith.
BROOKS	J. E. Moodie.
CALGARY PUBLIC	F. Parker, 929 4th Ave. W.
CALGARY HIGH	Mr. I. C. Flick, 1336 34th Ave. S.W.
CALGARY NORMAL	H. W. Taylor.
CAMROSE	Miss L. Lang
CAMROSE NORMAL	Chas. J. Brunt.
CARDSTON	Miss Lucille Woolf, Cardston.
CHAUVIN	Mr. G. W. Saul, Chauvin.
CHINOOK	Miss N. Reist, Chinook.
CHIPMAN	F. L. Tilson
CLARESHOLM	I. J. Kain.
OLIVE	Mr. G. Shaver, Olive.
CONSORT	C. G. Nimmens
DAYSLAND	Mr. J. P. Barker, Daysland.
DONALDA	Miss L. M. Plack, Donalda.
DRUMHELLER	Chas. Bremner.
EDGERTON	Mr. R. Hulland, Edgerton.
EDMONTON HIGH	Mr. A. E. Rosborough, 2611 23 Ave.
EDMONTON PUBLIC	Miss L. Robinson, Parkdale School
EDMONTON SEPARATE	Miss Irene Fitzgerald, 10738 108th St
EDSON	Mrs. O. Sweet.
ELMORA	Manson I. Kelly.
FORT SASKATCHEWAN	E. Muncester
GLEICHEN	Miss A. H. Noble.
GRANUM	Mr. G. Bishop, Granum.
HARDISTY	Mr. Foster.
HIGH RIVER	Miss A. Creighton, High River.
HELLOREST	Miss B. C. Sellen.
INNISFREE	Mr. Sam Crowther, Innisfree.
LACOMBE	Miss I. J. Holton
LAMONT	Miss Ada A. Orille, B.A.
LETHBRIDGE	F. S. Collins, 1740 7 Ave. N. Lethbridge.
MAGRATH	Miss E. Glenn, Magrath.
MEDICINE HAT PUBLIC	Miss G. Holmes, 545 Dundas Street.
MEDICINE HAT HIGH	Mr. G. M. Dunlop, Alexandra High School.
MILLER	E. Anderson
MONTARIO	John Paul, Montar
MONTANA	Miss J. S. McCallum, Montana.
MONTWY	Mr. E. G. Menzies, M.A., Montw.
MONTWY	Miss A. McLaughlin

1940-1941

The first part of the year was spent in the laboratory, working on the project assigned to me. I was fortunate to have a very experienced supervisor who gave me a great deal of help and advice. I was also able to meet with other students who were working on similar projects, and we exchanged ideas and information. The work was very hard, but I enjoyed it very much. I was able to make some progress, and I was very proud of the results. I was also able to publish some of my work in a journal, which was a great achievement for me. I was very happy to be able to contribute to the field of research.

1940-1941

The second part of the year was spent in the field, working on the project assigned to me. I was very lucky to have a very experienced supervisor who gave me a great deal of help and advice. I was also able to meet with other students who were working on similar projects, and we exchanged ideas and information. The work was very hard, but I enjoyed it very much. I was able to make some progress, and I was very proud of the results. I was also able to publish some of my work in a journal, which was a great achievement for me. I was very happy to be able to contribute to the field of research.

1940-1941

The third part of the year was spent in the laboratory, working on the project assigned to me. I was very lucky to have a very experienced supervisor who gave me a great deal of help and advice. I was also able to meet with other students who were working on similar projects, and we exchanged ideas and information. The work was very hard, but I enjoyed it very much. I was able to make some progress, and I was very proud of the results. I was also able to publish some of my work in a journal, which was a great achievement for me. I was very happy to be able to contribute to the field of research.

1940-1941

The fourth part of the year was spent in the field, working on the project assigned to me. I was very lucky to have a very experienced supervisor who gave me a great deal of help and advice. I was also able to meet with other students who were working on similar projects, and we exchanged ideas and information. The work was very hard, but I enjoyed it very much. I was able to make some progress, and I was very proud of the results. I was also able to publish some of my work in a journal, which was a great achievement for me. I was very happy to be able to contribute to the field of research.

1940-1941

The fifth part of the year was spent in the laboratory, working on the project assigned to me. I was very lucky to have a very experienced supervisor who gave me a great deal of help and advice. I was also able to meet with other students who were working on similar projects, and we exchanged ideas and information. The work was very hard, but I enjoyed it very much. I was able to make some progress, and I was very proud of the results. I was also able to publish some of my work in a journal, which was a great achievement for me. I was very happy to be able to contribute to the field of research.

1940-1941

The sixth part of the year was spent in the field, working on the project assigned to me. I was very lucky to have a very experienced supervisor who gave me a great deal of help and advice. I was also able to meet with other students who were working on similar projects, and we exchanged ideas and information. The work was very hard, but I enjoyed it very much. I was able to make some progress, and I was very proud of the results. I was also able to publish some of my work in a journal, which was a great achievement for me. I was very happy to be able to contribute to the field of research.

1940-1941

The seventh part of the year was spent in the laboratory, working on the project assigned to me. I was very lucky to have a very experienced supervisor who gave me a great deal of help and advice. I was also able to meet with other students who were working on similar projects, and we exchanged ideas and information. The work was very hard, but I enjoyed it very much. I was able to make some progress, and I was very proud of the results. I was also able to publish some of my work in a journal, which was a great achievement for me. I was very happy to be able to contribute to the field of research.

1940-1941

The eighth part of the year was spent in the field, working on the project assigned to me. I was very lucky to have a very experienced supervisor who gave me a great deal of help and advice. I was also able to meet with other students who were working on similar projects, and we exchanged ideas and information. The work was very hard, but I enjoyed it very much. I was able to make some progress, and I was very proud of the results. I was also able to publish some of my work in a journal, which was a great achievement for me. I was very happy to be able to contribute to the field of research.

OKOTOKS	Miss I. C. Patterson, Okotoks.
OYEN	Mrs. Alice C. Robinson, Oyen.
PINCHER CREEK	Miss B. Saville, Pincher Creek
PROVOST	Miss B. L. Taylor.
RAYMOND	Miss N. Erdman, Raymond
RED DEER	Miss Pearl Ebert, B.A., Red Deer.
SMOKY LAKE	W. Pinchuk, Smoky Lake
STETTLE	Miss Grace Rogers, Stettler.
STIRLING	M. Campbell, Stirling.
STROME	M. Craig, Strome
STONY PLAIN	J. L. Hollinshead
TABER	Miss Lily Perkins, Taber.
THREE HILLS	Miss Simons, Three Hills.
TOFIELD	Miss McNeill
TROCHU	A. E. Warren, Trochu
VEGREVILLE	Miss I. M. Mitchell, Vegreville.
VETERAN	I. Davis, Veteran
VIKING	Miss G. Gallagher.
VULCAN	Miss C. Wylie, B.A., Vulcan.
WASKATENAU	Mr. Hunter, Waskatenau.
WETASKIWIN	Miss O. I. Blakeley, Wetaskiwin.
YOUNGSTOWN	W. E. Frame, Youngstown.

PROVISIONAL LOCALS

DALROY	O. C. Reed
ENCHANT	Mrs. Hill, Enchant
ROSEMARY	Mr. McNamara, Rosemary
ATHABASCA	Mr. C. O'Daly.
LINFIELD	Mr. W. Wallace
GEM	Ruth M. Rennie
HALKIRK	Miss H. V. Forde.

Newly appointed Secretaries of Locals are asked to inform Headquarters immediately after appointment in order that our record may be kept up-to-date. The list of Locals and Secretaries will be published every month in the A.T.A. Magazine.

Local News

CALGARY

The annual banquet and general meeting of the Calgary Public School Local of the A.T.A. was held on Saturday, January 26th, 1924, at the Board of Rooms from 5:30 to 8:30 p.m. The teachers present numbered well over a hundred, and as guests present were Dr. and Mrs. A. M. Scott, Mr. and Mrs. F. Selwood and Mr. J. W. Barnett, General Secretary-Treasurer of the A.T.A. The banquet provided, which was very much appreciated, was presided over by Mr. J. W. Verge, the new President. A short business meeting followed.

After the minutes of the previous meeting had been read, a letter from Mr. Curtis was read with reference to attempting to keep open the Calgary Museum. An interesting discussion took place, and after remarks from Miss Patterson and Messrs. Brock, Bruce, Speakman and North, it was moved by Miss Martin, seconded by Miss Tier: "That the Calgary Teachers' very much favor the keeping open of the Museum," and carried unanimously. Miss Campbell, the Vice-President, gave a splendid address on the work and aims of the Teachers' Alliance. This was followed by addresses from Mr. F. Speakman and Mr. Barnett; the latter gave the teachers present an insight into the different phases of Provincial work, and incidentally congratulated the Calgary Local on its organization. The President cordially welcomed the guests

and expressed the pleasure it gave the teachers to have them present.

The meeting was greatly enlivened by a piano selection played by Miss G. Casey and encored solos by Miss Ramsay and Mr. W. Williams, each item being much appreciated. The meeting closed with the singing of the National Anthem.

CALGARY HIGH

The High School Teachers' Alliance listened to another instructive and interesting address in the series of lectures given by the Extension Department of Alberta University, when Professor Stansfield discussed "What We Can Do With Coal." The meeting took the form of a luncheon at the Board of Trade rooms on Saturday, January 26, and a representative group of teachers and their friends assembled to spend an enjoyable two hours. Professor Stansfield had the subject well in hand and convinced the audience that the research committee has done excellent work in developing Alberta's great resource. Considerable difficulty has been experienced in getting a satisfactory method of analyzing the coal products and suggesting economical means of handling the by-products. The development is still in the early stages, and the recent market opened in the East has given the committee fresh incentives to reduce coal to such an extent that it may be exported considerable distances and still compete with other coal. Professor Stansfield expressed the opinion that Alberta coal would yet command a good market in Ontario, and his outline of their endeavor throughout Alberta and Saskatchewan convinced the hearers that Alberta University has a real live force of analysts.

GEORGE CROMIE.

CALGARY PUBLIC

The Annual Banquet and General Meeting of the Calgary Public School Local of the A.T.A. was held on Saturday, Jan. 26th, 1924, at the Board of Trade Rooms, at 5:30 p.m.

There was a splendid attendance of teachers, and as guests there were present: Dr. and Mrs. A. M. Scott, Mr. and Mrs. F. Selwood and Mr. J. W. Barnett, Gen. Sec.-Treasurer of the A.T.A. The President of the Local for 1924, Mr. J. W. Verge, presided. After the banquet a short business meeting was held. The minutes of the two previous meetings were read and adopted.

A very interesting discussion took place with regard to the future of the Calgary museum. A letter was read from Mr. Curtis, the president of the local P.T.A., asking for the moral and financial help of the Calgary teachers. Several speakers took part in the discussion, at all times favorable, and a resolution was proposed by Miss E. Martin, seconded by Miss Tier, to the effect that the Calgary teachers would help in any way possible. Miss Campbell, the vice president, gave a splendid address on the work and aims of the Alliance, and was followed by addresses from Mr. Speakman and Mr. Barnett. The General Secretary gave the teachers present an insight into the many phases of provincial work, and in the course of his remarks congratulated the local Alliance on their organization.

The president cordially welcomed the guests and expressed the hope that the teachers would be favored with their presence on future occasions.

The meeting was greatly enlivened by a piano solo

played by Miss G. Casey, and encoed solos from Miss Ramsay and Mr. W. M. Williams. Each item was much appreciated.

The meeting closed with the singing of the National Anthem.

MAGRATH

At the annual meeting of the A.T.A. local here the following officers were elected for the coming year: President, L. Hyde, Magrath; Vice President, M. G. Markley, Magrath; Secretry-Treasurer, Miss N. M. Taylor, Magrath; Corresponding Secretary, H. C. Poulsen, Magrath; Programme Committee, Miss Caroline Turner, Magrath; L. E. Pharis, Magrath; G. G. Woolley, Magrath.

President L. Hyde gave a short address on the benefits of the A.T.A., and the meeting adjourned.

HOLDEN

A local of the A.T.A. was organized at a meeting held on February 8th last, the local to be known as the Holden-Ryley local. The following officers were elected: President, Mr. L. Shaw; vice-president, Miss J. Ellingson; secretary-treasurer, Mr. A. Aldridge; press correspondent, O. P. Thomas. The formation of the Local may be described as "provisional," for it is the intention of the Holden and District teachers to co-operate with the Ryley and District with a view to making a strong rural local. Arrangements were made for a membership drive in conjunction with the Ryley teachers.

VEGREVILLE

On February 1st the Vegreville School Board held a public meeting in the town hall for the purpose of discussing school matters in general and teachers' salaries in particular.

At the annual town meeting a week previous, the mayor had suggested that the town reduce expenses through the school board by means of reducing the teachers' salaries, suggesting Vermilion Wage Scale as a suitable one.

F. W. Russell, chairman of the board, presided, and in his opening address sketched the work done by the board during the year. He gave a very effective resume of school activities, pointing out that while school expenditures were high, the situation in Vegreville is such that nothing else can be expected.

Mrs. Ada Wright spoke at some length on school matters in general, from her knowledge of conditions existing here ever since the school district was formed. She dwelt particularly on the organization and co-ordination of work in the public school, and pointed out that if salaries were cut, we should have a constantly changing staff with perpetual disruption of

teaching co-operation. She said that while Mayor Fraser stated that there was nothing personal in his requests for a lower school tax rate, it was a very personal thing for the teachers.

The Mayor said that it was not his idea to at all interfere with the efficiency of the school, but he felt that taxes are too high and he was only doing his duty in endeavoring to reduce the burden on citizens. He claimed that the teaching staff here was paid more than in other places of corresponding size.

Principal McCrea dwelt upon the work being done by the public school. His staff is loyal to the school, and their work is most satisfactory. He had spent a couple of days in Edmonton the preceding week, and had been privileged to examine the work in two of the best schools there. The work in Vegreville averaged up well with that of the city schools. Mr. McCrea hinted that if the salary schedule were unduly disturbed it would not be difficult for the present Vegreville teaching staff to be on their way to some point where teaching efficiency is appreciated.

Principal Heywood of the High School gave a brief report on the work being done there.

A. L. Horton, school trustee, said that the Mayor was in every respect within his rights in looking for taxation reductions, but he felt that he looked in the wrong direction. He pointed out that this move of the mayor's was only a part of the general move made by the town and city municipalities to seize control of public school affairs. The Mayor had compared Vegreville salaries with those of Vermilion, but any comparison, to be fair, must be carried out all along the line, so Mr. Horton proceeded to point out where the salaries and wages of Vegreville officials and employees exceeded in every case those of similar officials and employees in Vermilion. He hinted that the mayor and council might do some of their own washing before taking on the laundry work of the school. He made it clear, however, that he was not criticizing the mayor and council for paying the town employees fair salaries, because these employees were

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delivering the goods and earned their money, but he also claimed that in the main the school teachers, while receiving good salaries, are also worth the money.

Morris Milner, T. O. Warden, R. P. Spies and some others spoke briefly, expressing general satisfaction with the existing administration of school affairs. Mr. Russell concluded the meeting with an appeal to parents to co-operate with the teaching staff. A teaching staff could not hope for results from pupils who were allowed to run the streets at night, and who made no attempt to keep up with the school work.

The interesting sequel to the above meeting was the unanimous re-election of the entire school board.

MEDICINE HAT PUBLIC

The Medicine Hat local has lost yet another teacher in Miss M. McLean, whose marriage to Robert N. Chandler took place during the past month, Miss Bella Allen being appointed to fill the vacancy.

The Public School local met on Wednesday evening, February 20th, at Fifth Ave. Church, where (after an excellent supper served by the Ladies Aid of that Church) a most successful meeting was held. The A.T.A. meetings have, up to the present, been held in one of the class rooms of the Alexandra School after 4 p.m. It had been felt for some time that the teachers, being weary after the day's routine, were not able to discuss educational problems or the business of the Alliance in general to the best advantage immediately after school. It was therefore decided to hold the monthly meetings in some place other than the schools, where the teachers, being thoroughly refreshed after a pleasant time around the supper tables, vigorous discussions might be expected to take place. The meeting of February 20th was the first of these occasions and fully justified its inception. The growing importance of the A.T.A., with its far-reaching results on educational matters in this Province, was fully demonstrated by the reading of reports furnished by the General Secretary of the Alliance, with special reference to the Castor situation which has been so satisfactorily adjusted. Reference was also made to reports of speeches made at the Trustees' Convention, the tone of which have undergone a considerable transformation in the last year or two. It was decided that every member of the Medicine Hat local should read and carefully study the summary of the recommendations on the curriculum published in the *A.T.A. Magazine*, so as to be able to discuss them intelligently and without loss of time at the Easter Convention of the A.E.A.

It was unanimously agreed that the meeting was an unqualified success, and that it should be the forerunner of many others in the future.

J. F. TERRY (Press Committee).

ONE FOR THE SCHOOL INSPECTOR

An inspector of schools on one occasion told a class that they were the dullest set of boys he had ever met. A few days later he received through the post this effusion:

"If we're the dullest set of boys you ever met why do you set such posers? Why don't you give us a chance? You ax us questions as men couldn't anser. Any fule can ax questions. I'll ax you one of feyther's. If it takes 345½ yards of white cudero (corduroy) to mek a hefeant a black waistcoat, how long would it tek a lame black beetle to crawl through a barrel of treacle? There, anser that."

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Head Office, Montreal.

Communications

LEAGUE OF THE EMPIRE

124, Belgrave Road, Westminster,
London, S.W.1.

November 23rd, 1923.

Dear Sir,

I am able to submit to you the rough draft programme of the Triennial Education Conference taking place in London next July. The Prince of Wales has given his patronage to the Conference, and it is hoped that the engagements of the Prince may also permit of his opening it. The Conference is also under the patronage of the President of the Board of Education.

It will be noted that the Conference will give special consideration to new experiments and developments in Education.

We shall be very glad if you would offer suggestions on the lines laid down, and further if you would be good enough to send us a statement as to any new developments or experiments which are interesting your Association.

The Committee will be grateful if any such statement or paper could reach them not later than the 15th of May.

The Conference will take place in the middle of July; the exact date of the opening will be furnished.

Asking your co-operation in making the Conference of real use to all concerned, I am, Sir,

Hon. Secretary.

(The date now fixed for the Conference is July 14th to 19th, 1924.)

The instructor in English classics requested the girls to put Longfellow's "Village Blacksmith" into brief verse of their own. The proposition was to underline the idea conveyed. After chewing a pencil vigorously, one of the flappers turned in the following:

Something accomplished, something did,
Has earned the world's approval, kid

The teacher admitted it carried the idea, even if somewhat slangily expressed.

Editorial

MUNICIPAL CONTROL OF SCHOOL BOARDS

Just why should our city councils have the power to control school board expenditures? The irony of the situation comes from the fact that the municipalities are now asking for protection against school boards because, a few years ago in the palmy days of the real estate boomsters, school boards had no protection against city councils; just as if wolves, having stripped the carcass to the bone, would not leave even the bones for the jackals.

Why were school boards given direct control over the expenditure for educational purposes in the first place? Simply because education was quite properly conceded to be the basic function of the state—so vital indeed that it cannot safely be left to local self-interest. By the election of school trustees, responsible under the School Ordinance to the government of the province, state control of education is assured. But once our school trustees are made subservient to the will of a body which is not directly responsible to the state, state control of education ceases.

To talk about the Anglo-Saxon spirit of local autonomy, and make comparisons between the powers of a municipality in the Old Country and in Canada, is to muddle the whole question; in the first place, because the present posture of political affairs in the Old Land is all against an extreme worship of the fetish of Anglo-Saxon individualism, and second, because there is more trouble and dissatisfaction over education in England today than there is in Canada. Moreover, the new Labor Government has not yet given its attention to the problem.

One cannot help surmising that much of this outcry against expenditure for education comes from people who, instead of earning a living by real work, drive about in high-power motor cars looking for "easy money." Cut down taxes, these persons say, and Alberta will "come back." Start another influx of people with a little ready capital, who come to Alberta to lose it in unsound speculation, and prosperity is ours! These persons would do far better to get behind the government, help make Alberta a safe place for the farmer, and wait for the steady extension of legitimate business, which will not come until the farmer is economically free, and prosperous.

GRADE IX EXAMINATIONS

The Minister of Education is to be congratulated on his decision to bring back the Departmental Examinations in Grades IX. and X. The examination in Grade IX. is especially necessary if the new Grade IX. curriculum is to meet with any measure of success. It will take some little time before teachers who are

used to a course of ten or eleven subjects can adjust themselves to the new "unit" system, the number of such "units" in the Grade IX. course being only six.

Quite properly, too, the expense of these examinations will largely be borne by the candidates themselves. The sooner our High School students realize that school work is not play, and that it has to be paid for by somebody, the better.

THE PRIZE COMPETITION

"A contributor from outside the city," remarks our Montreal exchange, the *Teachers' Magazine*, "is like Lewis Carroll's Snark—

'A peculiar creature that won't
Be caught in a commonplace way.'"

However, we have succeeded in capturing a few contributors from the smaller centres, and are much encouraged to continue the chase.

We announce the following prize-winners:

January: Miss F. S. Warren, Smoky Lake.

February: Miss Daphné Garrison, Stettler.

March: Leona R. Barritt, New Norway.

Again we invite every rural teacher to send us an article. If each of our 2000 or more subscribers would undertake to send us but *one article a year*—but that's asking for too much, isn't it?

Beleaguered Lucknow

Since the February number of the A.T.A. Magazine appeared, the Lucknow School Board has made a sortie and we learn on reliable authority that one capture has been made from amongst the investing forces. Sundry reconnaissances were made on their behalf by Board adherents—Stony Plain tradesmen, Stony Plain law student, a secretary-treasurer of an adjoining district—without visible results, and the Board found the enemy more vigilant than was generally supposed. However, there are always "exceptions" in every camp; some one individual amongst many can be generally be discovered, who for a consideration may be induced to prejudice the cause of his fellows. The consideration may be a place of honor in the counsels of the enemy, but, whatever it is, it is just sufficient to over-ride the pleadings of the small voice of loyalty.

Lucknow School District has a qualified teacher today, in spite of the refusal of many others who, at considerable sacrifice and inconvenience, refused to sign a contract with a district which, in the opinion of the Alberta Teachers' Alliance, Inc., had treated very unfairly a member of their profession. Right-minded teachers honor and thank such for their professional spirit. One young man, the son of a widow, accepted the position. He had no other school in view, and could not afford to be out of a position. Yet, without the slightest hesitation, he "turned down" the offer of the Lucknow School District as soon as he heard that there was "trouble with the Alliance." He now has a better position and a conscience clear and without reproach.

Rumor has it that the Lucknow School Board re-

presents that they, not the Alliance, are the aggrieved party in this dispute; the Alliance representative, they say, agreed to abide by the decision of the ratepayers with respect to the dismissal of the teacher, and when the vote went against the Alliance they won't let the matter drop. There is just sufficient truth in this contention to make it a real, big, thumping "half-truth." What is the full truth? The Alliance maintained from start to finish that reasons should be discussed in justice to the teacher and to the profession; the Board members refused to discuss reasons except "If we want a change, isn't that sufficient reason?" The Board members (two of them) hinted that the complaints against the teacher from different ratepayers were many; the majority of the Board were resolved to confirm their decision to terminate the agreement; the Alliance representatives urged that the ratepayers should be given an opportunity to come out into the open and lodge their complaints so that the teacher could react to them; a vote could then be taken on the question of whether or not the decision of the Board to terminate this agreement should stand. If the contention of the Board be correct that there was only the vote to be taken, why did he invite the Alliance representative to be present at this ratepayers' meeting? Any imbecile must see that there would be no point to the invitation, for only resident ratepayers may VOTE. Furthermore, why did certain parties before the proceedings commenced fix that "frame-up" to prevent the Alliance representatives from taking part in the discussion, if no such discussion was to be held, and only the vote taken? Would not such "framing-up" be superfluous?

The Lucknow School District and the teaching profession must realize that by so discourteously and offensively treating the Alliance representatives at the ratepayers' meeting they insulted each and every member of the organization. The Alliance representative accepted in good faith the invitation of the Chairman of the Board to be present at the ratepayers' meeting and was there submitted to studious insult. The insults hurled were not personal (except the "beating-up" threats); they were hurled primarily against the organization for its temerity in functioning on behalf of its member. If a statement which met with so much applause from the "rough house brigade" present be accepted at its face value, then loyal members will desire nothing more—it was sufficient. This statement was to the effect that had not Mrs. Holt sought the aid of the Alliance she would be secure in her position today. Of course the individual who made this statement made it knowing it to be false, for he had a few moments previously said that he "considered it was an act of defiance of the authority of the Board on the part of the teacher in question questioning the right of the Board to terminate her agreement"—a thing which would at that time have been already confirmed had it not been for the representations of the Alliance to submit the matter to the ratepayers' meeting. But the statement, though false, shows the real sentiments of these people towards the teachers' organization.

It is with pained surprise that we find any teacher should "fall" for the blandishments of people of this kind. Had one individual, merely, dealt with the case there might be some measure of excuse in that one individual, even though experienced, might make an error of judgment. But this a case where every inspector who has supervised the teachers' work is of

the same opinion as the Alliance—the teacher is getting a "raw deal." Furthermore, this case was not left to one individual to register his impressions. Three representatives of the Alliance had immediate personal touch with this affair, and all three came to the same conclusion that the Alliance might just as well go out of business altogether as allow things like this to be "put over" the teacher without a struggle.

• Mr. Benj. Percy Lawton, of Edmonton, has been appointed and has taken up duties with the Lucknow School District, No. 1946. Mr. Lawton, at the time of his appointment, was in Edmonton, his previous school, Bavilla School District No. 1477, being closed for the winter vacation. It is understood that Mr. Lawton has sought to be released from Bavilla School District for the purpose of continuing with the Lucknow School Board.

Mothers-in-Law Rampant

Some degree of publicity has been given recently to the policy fathered and promulgated at the recent Convention of Alberta Municipalities by Commissioner Yorath of Edmonton, and others. This gentleman, ably seconded by Mayor Hardy, of Lethbridge, has made no secret of the fact that it is his desire to assume financial control of school boards.

In addition to getting through a most reactionary resolution at the Convention of Municipalities, sundry efforts have been made by these gentlemen to influence public opinion throughout the province to place city school boards, at least, in a position of servility to the city councils. But it is to be hoped that no more significance has been given to the "raging, tearing propaganda" than to "wild men screaming through the keyhole." There is, however, some danger that these highly paid agitators may precipitate through sheer subtlety a most dangerous situation. Not content with raising a "howl" at recent municipal elections, which resulted without any shadow of doubt in apprising the public fully of the significance of the onslaught; not content with a definite mandate against municipal interference with the directly elected school boards, Commissioner Yorath & Co. imagine they have found a panacea for perplexities:—"The voice of the people is unmistakably against us. [In Edmonton it went against 'us' by 6000 first choices to 4000.] Let us take counsel together and evolve a means of circumventing the will of the people, abolish democratic government in school affairs altogether, and substitute for it 'government by charter amendments'." So these astute politicians put heads together and induce the City Council to press for an amendment to the Charter placing a limit on the requisition of funds by school boards.

The veiled innuendo so constantly thrown out is that school boards are largely responsible for the poor financial conditions of Alberta cities, and that the "blood-sucking" school boards are gorging themselves with the life blood of the cities. It can be said without fear of contradiction that had municipal councils in the past been half as loth to keep abreast of the needs of the public as they were to listen to the blandishments of real estate sharks and boom speculators, the citizens would not now be groaning under such a load of municipal debt. Had city councils administered

their affairs as efficiently as city school boards theirs, —a little behind the requirements instead of miles ahead—cities might look with pride rather than with shame on the civic administrations of the past.

Dr. Lovering of Lethbridge voiced the apparently unanimous sentiments of the Trustees at the last Convention held in Edmonton last month, when he heatedly replied to Commissioner Yorath's maternal address on "The Need and Basis of Cooperation Between School Boards and Municipal Councils." Dr. Lovering just "let loose" on the school board calumniators. He objected to school boards being treated like the family cat—blamed for everything. He scored without restraint those who extended ear-lines to "nowhere," etc., and said he was "sick to death" at the constant bickerings amongst city councillors and others. "Hands off Free Education and School Boards" was the final burden of his remarks, which were most enthusiastically received. Ex-Trustee Rea, now a member of the Edmonton City Council, mildly reproved Dr. Lovering for wandering off the point, but this made little impression on the delegates, who seemed to feel that, whether off the point or not, Dr. Lovering had hit the right nail right on the head.

"We must have hewers of wood and drawers of water." There must be an uneducated class to do the menial tasks of life. Is it not a waste of good money to give the children of the "common herd" a thorough education? People whose children should have higher education are able to pay for it. If people were forced to pay fees for high school education it would keep the citizens in the 'class they belong.' That's how things are done in the Old Country, whence I come, and where they know how to do things right, don't you know. Over there, the educational authority is a committee of the council and what is good enough for people over there should be good enough for you Canadians."

Have you ever heard "stuff" of this kind? Yet this is, in effect, the sum and substance of the attitude of those who are just now raising such a pother in civic circles over educational affairs. It does not seem to sink into the minds of certain people that Canada is not a part of the Old Country, loyal as Canadians are to Old Country traditions. When will some of these "Shew-you-Canadians-how-to-do-things" people realize that Canadians do not fit into the Old Country mould in every respect—educational systems in particular?

It is an accepted and essential principle of government that there can be no autonomy without financial control; in other words, take away from school boards their economic freedom and their control over education is killed. Such would be the effect of the suggested amendment to the City of Edmonton Charter to limit the mill-rate for educational purposes: it means that if the amendment is sanctioned by the Legislature, in Edmonton and other cities the principle of having directly elected school boards will soon become a thing of the past. No matter whether the limit be two mills or two hundred mills, the thin end of the school board control wedge is inserted and it will be only a matter of time before the wedge is driven home and goodbye to the present efficient system.

If it is not intended to curtail school board activities, why is the change suggested? To a certain type of civic administrator education is merely an insatiable maw which gobbles up money which should establish credits and protect bondholders, rather than that the educational system is a means of bettering or raising the calibre and standard of the mental equip-

ment of the young Canadian citizen. The mental equipment of those who cannot afford to pay high fees and keep their children at school does not matter one whit. If you want educational opportunity you must belong to the "ruling class," so that's that. Such is, in effect, the advocacy of those promulgating the policy of curtailment of cost for education and for municipal control of school boards. Heretofore, education in the cities has been separated from other municipal affairs, the idea evidently being to enable those capable and willing to deal efficiently with education to be freed from influences deleterious to the cause of education. City councils are purely business propositions, school boards educational ones.

School boards are now just as directly elected and as directly responsible to the people for educational costs as are city aldermen for civic expenditures. Indeed, at several school board elections during recent years candidates for election as trustees have frequently polled more votes than the candidate for mayor. This is surely an evidence that the public do not lack concentration on school board matters. School trustees are elected to mind their own business—that of education—and if they do not fulfil the expectations of their constituents the voters have the remedy and, on sundry occasions, they have not failed during recent years to apply it.

Not one city council in Alberta has received any mandate from the people which would warrant their seeking to control school boards; as far as can be gathered not one candidate for election as alderman has dared to seek election on such a platform. True, certain candidates have timidly suggested "co-operation" with the school board, but never "control." Yet candidates for election as trustees have frequently voiced their determination to resist to the limit any attempt at council control of school boards. And these candidates were notoriously successful at the polls.

The people know, far better than they are given credit for knowing (Commissioner Yorath, Mayor Hardy & Co. to the contrary notwithstanding) that a different type of individual entirely is required for school trustee than for alderman. Certain aldermen whom we could name "romp home" as aldermen but would have no possible chance of election as trustee, and, unless the psychology of the citizens of Alberta is misunderstood they would not tolerate for one moment such people tinkering with the welfare of their children. If it were ever to become law that the acts, expenditures and policies of the dignified and efficient type of administrator usually found on city school boards must be submitted to the kindly sanction of civic busybodies, how many of these educationists would remain as members of school boards—or ever seek re-election?

There is perhaps not much danger of amendments of this kind meeting with the sanction of the Legislature. The reactionaries have probably another "guess coming." Certain rights are granted to separate school supporters under the Alberta Autonomy Act which rights are further safeguarded by provisions in the British North America Act. Any encroachments on these rights would undoubtedly be resisted most strenuously and perhaps, result in a successful appeal to the Privy Council.

Query: "Could legislation be enacted taking away from public school boards rights of full autonomy, and leave separate school boards full and complete autonomy?"

J. W. B.

Magistri Neque Servi**"MASTERS, NOT SLAVES"**

LEONA R. BARRITT, TEACHER, NEW NORWAY

New Norway, January 20th.

Editor A.T.A. Magazine.

Dear Sir:

I am sending for your perusal a manuscript in which some difficulties and suggestions are put forward. Some of these things I have talked over with other teachers, but they seemed slaves to the present Course of Studies and thought that nothing over and above what was presented there should be tolerated. In this little article are my ideas.

Should this win your favor, which I hardly dare hope, will you kindly add after the Latin title the English translation, as such a large percentage of teachers do not understand any Latin. As I meant it in the article it was "Masters, Not Slaves."

Yours very truly,

LEONA R. BARRITT.

In choosing the motto of the Alliance as the title of this article, it is not with the idea of a challenge from an organized body to the rest of the world, defensible as this may be at times, but rather as the challenge of teachers to a prescribed Course of Study.

With the Damocles' Sword of departmental examinations hanging over our heads, and with the knowledge that the world's coarse thumb and finger will measure our ability as teachers by the number of pupils whom we have been able to drill successfully on examination subjects, we are not altogether inexcusable if we lose the true perspective and become creatures of dull routine where we should be a vital, inspiring force.

Yet however difficult it may be of attainment, things being as they are, it is nevertheless true that inspiration is the highest and noblest function of the teacher. To awaken interest in, and curiosity concerning, the world about him to the extent that the pupil will seek further light and truth himself; to develop a love for the best in literature, so that education along that line will only have been properly begun when the school room door closes behind him; by sympathetic study and observation to discover, and as far as possible, to encourage and develop that particular gift, whether of hand or brain, with which the Creator has endowed each individual, and in the exercise of which he will find his field of service and at the same time his highest joy—this is part of the task of the true teacher. Surely a much more responsible one than cramming for examinations. In this work the home is the teacher's strongest ally; and a bookless and magazine-less home, involving as it does a lack of interest in things intellectual, creates a very real obstacle.

Now we do not pretend to say that all pupils will be equally interested in all subjects. But this the writer does contend. All normal children are interested in stories—and all normal children can be interested in the great stories of the past if they are properly presented. These stories we call History. The same is true of Geography if presented as the story of the earth's origin—the changes undergone to fit it to become the home of man and beast, and the manner in which the peoples of other lands, with nearly all of whom we have more or less to do, adapt themselves to

their environment and carry on the struggle for existence. And what about Science, so-called, the most fascinating story of all? If the normal pupil is not interested, then the onus is on us or the educational system of which we are the victims.

Speaking of History, why should we begin with stories of early medieval times? More fascinating and more logical from the standpoint of time is that of prehistoric man—paleolithic and neolithic if you will—with his stone implements, his caves and his paintings, and his contemporary friends and enemies among the lower animals. And why not follow with the better known remains of ancient civilizations and their hieroglyphic records, switching if you like to Greece and Rome, and the beginning of what we call written history, since by this time the pupil will have some slight knowledge of the world as a whole. Then a link is formed with the Early Britons and the legendary King Arthur.

Similarly in Geography, why treat only of the world as it is now? Why not begin with the Nebular Hypothesis, by methods which every good teacher knows how to employ, then follow with the principal Geological eras culminating the Ice Age and Man? Then to the Alberta pupil, the wonderful Dinosaur remains in the valley of Red Deer River become comprehensible, and our coal deposits are given a place in Geologic time. This can be made so simple that Grade Four can follow and understand. Then when High School is reached the pupil is prepared for, and should be interested in the greater detail. And for that large army of unfortunates who leave school before Grade Nine is reached, a little light will have been shed on the origin of things, perhaps enough to awaken curiosity and make a high class magazine intelligible.

Hitherto scientific knowledge has been the exclusive possession of the High School and University graduate—and the common herd gasped and stared, and maybe admired and envied. This mistake on the part of our leaders may have been the result of ignorance, or it may have been design—such things have happened—but no aristocratic privilege should be tolerated by the teacher, the guiding principle of whose life, if expressed in words at all should be *Fiat Lux*—"Let there be Light."

"Oh," you say, "but the Course of Study"—I interrupt "Magistri neque servi." And more—we should demand that such knowledge be made accessible to the public school pupil through the Course and that teachers be required to familiarize themselves with the elements of Geology and Anthropology just as they are required to familiarize themselves with the elements of zoology, a subject more isolated from the rest of the course if we except Nature Study, than either of the above.

Referring again to the study of History, it would look as though we have been so fed up in the past on kings and queens and other great personages and battles and dates that we have determined to leave them out of account altogether. But, for Anglo-Saxons, who holds so much interest during the Early Medieval period as Alfred the Great, and how could we better fix a picture of the times than by reference to his life and labors? Yet his name is never mentioned. Any mere description of the social and industrial life of any period is, per se, far too abstract for a public school pupil. For instance notice how much more vivid and permanent is the picture of the life and manners in Saxon times when woven by Sir Walter Scott about the home of Cedric and the Lady Rowena. And what a

background it gives for the improvements introduced in Elizabethan times—which, by the way, reminds us that the great queen herself, who is not only closely connected with one of the most emotional moments in our history, but who gave the name to unquestionably the most delightful, and in many ways the greatest period in English history—she, Elizabeth, never once flits across the pages of the Course! And what of Wycliffe, whose labors and teachings cannot be disassociated from the Peasant Revolt? And John Ball, in whose voice, as Greene tells us, England first heard the knell of feudalism and the declaration of the rights of man? And what of Sir Thomas More, the earliest sociologist, and Oliver Cromwell? Can we disassociate the doctrine of the Divine Right of Kings from the Stuarts, and particularly Charles I.? Can we think of the Union of the Crowns of England and Scotland without remembering the kinship of Mary Queen of Scots, and Elizabeth? Can we think of the Declaration of Independence and the firing of that shot which was heard round the world without mentally recalling George III. and William Pitt? And is not Queen Victoria a historic character, and do we not speak of the early and later Victorian eras? Yet all these people, good and bad, many of whom changed the face of history, are in that Course of Study, as though they were not. To the mind of the writer the pendulum has swung to the vicious extreme, and it is for us to see that a proper level is struck.

If a personal reference might be permitted, it seemed a duty in dealing with topics outlined, to include in the achievements of the Middle Ages the great cathedrals of Europe and descriptive sketches of the great artists of the period, some of whose works were already familiar to Grade Eight pupils. And why did it seem a duty? Because, until a very recent date, so recent that one almost blushes to confess it, cathedrals and artists in the mind of the writer had no connection with each other, with the wealth of the church or with anything else; and for any mental impression from the standpoint of time, they might have been contemporaneous with the Rocky Mountains. Yet not only high school but university texts were familiar, and the writer claims at least ordinary intelligence. These loose ends in my own education I have endeavored to weave into their rightful pattern when dealing with others, in this, with all its faults, more scientifically psychologic day.

But even more vital problems present themselves in connection with the Course of Studies, because they are related to present day turmoil. For instance, if we concentrate on the Empire, as Eighth Grade Geography requires, how far should we seek to cultivate the spirit of Imperialism? In these post-war days, which, when all is said and done, does represent a new era in public thinking, should we seek to justify these accessions of Empire, which were acquired because of their commercial and strategic value, and wrested from the weak by the strong? How should we deal with the attitude of Egypt and India today, or should we deal with it at all? And if not, why not?

Should we tell the truth about the Boer War, its instigation and motive? And lastly, how should we approach the Great War? Since we have had calm for reflection we realize, and we have the statement of the great leaders of the time for proof, that no one nation was all to blame.

How shall we deal with War anyway? The American Federation of Teachers has not hesitated to call a spade by its true name. Should we do less, we who

are responsible to some extent for the ideals of the next generation? And because the Course of Studies says so, should we teach "Rule Britannia" and its like? We don't like "Deutschland Uber Alles." Have we any right to fling an equal challenge?

A large percentage of teachers today are, to their credit be it said, enemies of the old order. How far are we going to be permitted to inculcate the ideas of the New and Better Social Order? If it is right to hew to the line, then we should not hesitate as an organized body or as individuals to declare our stand. But what will the attorneys for the status quo do about it?

Current history, current scientific discovery—all these can be utilized in creating adversity of interests in the lives of the pupils; and the more contacts established, the greater the color and richness of the life.

With the craze for jazz and cheap movies one wonders if intellectual pleasure has become non-existent, or whether instead both masses and classes have been so superficially educated, or uneducated, that they have never discovered a saner or more beneficial means of relaxation. Certain it is however, that this form of recreation, by no means to be condemned wholesale, is not the reaction from serious mental occupation.

That intellectual pleasure does exist, the readers of this magazine can testify. That it is real and deep and a living force in many lives, experience and observation both witness. The writer can recall among many others the instance of a man with cultured tastes whose home in Northern Alaska was tragically broken up, as homes often were in that land which God forgot. Yet while this hurt was still an open sore he could say that two of the most delightful weeks of his life were spent with a congenial spirit who loved the music of poets in general and Kipling in particular. One recalls the note of triumph in his voice as he recited, when reminiscent of that happy time, from one of his favorites:

"Let the organ moan her sorrow to the roof;
I have told the naked stars the Grief of Man!
Let the trumpets snare the foemen to the proof;
I have known Defeat, and mocked it as we ran."

To the same man a Schubert phonograph record or songs from choice operas provided a substitute for grosser and defiling things; and these loves intellectual proved his refuge and the anchor of his soul in a time of crisis.

One thinks of another, a student of Literature, whose fingers seemed to caress his Shakespeare, and who, when his larynx was paralyzed by tuberculosis, would point, tenderly, it would seem, to the lines from Hamlet:

What is man,

If his chief good and market of his time
Be but to sleep and feed? A beast, no more.
Sure He that made us with such large discourse,
Looking before and after, gave us not
That capability and god-like reason
To rust in us unused."

Somewhere these, and others like them, received an inspiration. Perhaps the home aided, but outside forces of some kind abetted. Could a nobler tribute be paid to us than that we coaxed into being the love for literature, for good music, for nature and art, for all that makes life large and lovely; that we stimulated that love by sympathy and encouragement, by precept and example, until at last it blossomed into a real, vital force in the life. Yet this is our privilege as educators—nay more, our highest *raison d'être*.

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Measurement in Education

BY EARLE D. MACPHEE, M.A., B.EDUC., ASSISTANT PROFESSOR OF PHILOSOPHY

In view of the general interest which is being manifested in the measurement of intelligence and in the use of standardized tests and scales in the various school subjects it has been deemed advisable to issue a bulletin on the subject. The problem is too vast to admit of more than a cursory treatment of salient points. One of the chief functions which it is hoped that the bulletin will serve is to assist teachers in the selection of the most useful test materials. Teachers who wish further data relative to any test, whether mentioned or not in this summary, may correspond directly with the writer.

INTELLIGENCE TESTS

During the past six years a very large number of "intelligence" tests have appeared on the market. Some of these have proven to be of very considerable value; all of them have added something to our knowledge of the extent to which school progress is dependent upon the native or innate intelligence of the pupil.

Intelligence tests may be classified in several ways. Perhaps the most obvious one is under two headings, individual and group, according to whether the test can be administered to only one person or to several at one time. The best known individual test is the Stanford Revision of the Binet Scale, by Lewis M. Terman. This is the most accurate measure we yet have of the types of intellectual ability which are required in school work. It is not a complete measure of the intelligence of a person and does not pretend to measure unusual special abilities—such as marked ability in arithmetic—or special disabilities. By and large, however, it is the most accurate instrument yet devised for the diagnosis of intelligence, if used by a skilled examiner. The estimation of an I. Q. may seem to be quite a mechanical procedure, but the correct use of the scale, entailing ability to decide when the result obtained may be taken as an approximately accurate one, and, most important of all, ability to interpret and utilize the results obtained in educational guidance are possible only when one has a good knowledge of the nature of mental processes, and very considerable practice in supervised testing. Not until these conditions are present should the results be taken with any degree of finality. When correctly given, and when the teacher is possessed of sufficient psychological insight to interpret the results, the test is of very great value in grading, promotion, retardation, vocational guidance and so on. Teachers owe it to themselves and to their pupils to become familiar with the use of the scale; at least a percentage of teachers should be able to administer it, and to interpret the results in terms of school administration, but all should use it with caution and scientific precision. The University Summer School classes in psychology are intended to give the necessary background for this work and then to give supervised practice in making the examination. The test is fully explained in Terman: *The Measurement of Intelligence*.

There are several other individual tests, but none are quite as useful as the Terman Revision. Experiments carried on in Edmonton indicate that even this test needs some revision to be entirely adapted to Canadian schools.

GROUP TESTS

Group tests, that is tests which can be given to an entire grade, or even to several grades at one time, are of very considerable importance at this stage of the movement in Alberta. For reasons which need not be detailed here, group tests are not quite as accurate for individual diagnosis as individual tests. But if the teacher will regard his findings as approximations, and use the results intelligently, then these tests can be of very great assistance in the solution of problems of grading and promotion.

A large number of group tests are available. We have selected tests which have given good satisfaction in United States and are asking Alberta teachers to try out these scales. If any one of them does not give satisfaction we shall be glad to hear from the teachers to that effect. Tests not indicated below have been rejected by us for reasons which will be given to any person who is interested in the matter.

DETROIT FIRST GRADE INTELLIGENCE TEST

Package of 25 Booklets, \$1.35; Examiner's Guide, 10c; World Book Company, Yonkers-on-Hudson, New York. Consists of ten separate tests, including most types of ability evidenced by First Grade children. Requires 30 minutes to complete test.

Recommended for use in Grade I. Pupils would be promoted tentatively to the second half of Grade I. if they came in Group A or B. When deciding on rapid promotion the following additional factors should be taken into account:

1. The health of the pupil.
2. The attitude of the parents.

HAGGERTY INTELLIGENCE—DELTA I.

For Grades 1-3. Standardized on 4,000 children. 25 Booklets, \$1.40; Key Card, 12c; Manual 30c—World Book Company, Yonkers-on-Hudson, New York.

1. Directions are simply worded, suited to Grades 2 and 3.
 2. Test can be given in 30 minutes.
- Recommended for Grades 2 and 3.

NATIONAL INTELLIGENCE TESTS

Planned for Grades 3-8. Two scales, A and B, of five tests each, with Forms I. and II. of each scale. 25 Booklets, with Scoring Keys, \$1.45; Manual on Directions, 25c—World Book Company, Yonkers-on-Hudson, New York City, U.S.A.

Either Scale A or B will afford an approximate measure of intelligence. To secure better results both scales should be used. Fairly accurate results can be obtained by the use of Scale A, Form I. and Scale B, Form I. on successive days.

1. Scores can be transmuted into Mental Ages and I.Q.'s.
2. Grade and age norms are available.
3. Recommended for Grades 4, 5, 6.

TERMAN GROUP TEST OF MENTAL ABILITY

Two forms A and B. For Grades 7-12. 25 Booklets, with Manual and Scoring Key, \$1.50 — World Book Company, Yonkers-on-Hudson, New York.

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4. Scores can be transmuted into mental ages.

5. Forms A and B correlate highly with each other. This allows the teacher to check the reliability of the first test. If the pupil makes approximately the same score on both forms the original diagnosis may be assumed to be accurate enough for practical purposes.

This test is probably the most useful group test for High School Grades.

It is recommended that all Alberta High Schools should use this Test, with a view to standardizing it for Alberta schools.

EDUCATIONAL TESTS AND SCALES

Educational tests and scales are an attempt on the part of educators to devise more accurate instruments for measuring school progress. Hitherto promotion from class to class and standing within class has been dependent upon the standing obtained on written examinations. To a casual observer many of the educational tests will appear to be nothing else than the usual type of examination question; but a further study shows that they are constructed on quite different principles. The defects inherent in the old examination system may be briefly enumerated.

There has been little agreement among teachers as to:

1. (a) The type of question to be asked. Yet scientific study of this problem has shown us that irrelevant words in the question may very profoundly modify the number of children who will pass it.

(b) The values to be allotted to each question in an examination paper. This is a matter of much importance; yet investigation has shown that in many cases the teacher seriously overrates or underrates the relative difficulty of questions in a test.

(c) The basis on which the question should be scored. This is the only possible explanation for the easily demonstrable fact that teachers differ very widely in the marking of a single paper.

(d) The standard to which the teacher should aim to attain in each grade for each school subject.

2. As a consequence of these defects it has been impossible in the past:

1. To compare the scores of the pupil obtained in one class or school with those obtained in another class or school.

2. To study accurately and exactly the progress of the pupil in a year, or any period of his school life.

3. To isolate the special difficulties that a pupil is having in any school subject.

4. To set objective standards of achievement.

It is the aim of those who are constructing and standardizing these tests to overcome all of the defects enumerated above. We do not pretend that this ideal has been achieved as yet, but the tests enumerated below are measures much more reliable than any in existence hitherto and the teachers are urged to make as much use as possible of recommended tests and scales.

ARITHMETIC

"Arithmetical ability" is a convenient term under which we may group a large number of distinct, though correlated abilities. Standardized educational

tests are revealing to us an enormous range and complexity of skills in arithmetical performances which have hitherto been considered relatively simple. As a consequence the forms of tests required to give us an adequate survey of arithmetical ability are multifarious, and teachers who intend to keep abreast of modern educational movements must expect to readjust their testing procedures fairly rapidly in the next few years.

1.—COURTIS STANDARD RESEARCH TESTS, SERIES B.—

FOR GRADES 4-8

This is the most widely used test for measuring group or class ability in arithmetic. It measures only the ability of pupils to perform the operations with integers. Nor is it useful for discovering the difficulties of individual pupils, since all problems are of the same type. Its values are:

1. It provides a good class measure of ability in the fundamental operations, and allows for comparison of class with class or of a class at one period of the year with itself at a subsequent date.

2. It can be given several times during the school year, without much practice effect appearing.

The teacher may provide one copy of the test for each pupil, or may write the problems on the board. The former is much preferable as all pupils then have an equal opportunity. The teacher requires, in addition, a Manual of Directions and a scoring card. All of this material obtainable at the Libraries Branch.

2.—ABILITIES IN COMPUTATION

(a) Cleveland Survey—Recommended for use in Grades 2-6. This test is more useful than the Curtis "B" as a measure of the ability of individual pupils. It tests ability in computations at different stages of development, and enables the teacher to discover the actual stage of development of each pupil in the fundamental processes.

(b) Monroe's Diagnostic Tests are designed to assist a teacher in discovering the specific difficulties a child is finding in arithmetical work. This test is recommended for diagnostic work in arithmetic.

3. Tests in Problems.

Three scales on problem work in arithmetic are available, viz., those devised by Curtis, Stone and Monroe. The Monroe Standardized Reasoning Test, published by the Public School Publishing Co., Bloomington, Ill., is the most satisfactory. More experimental work must be done before any test is sufficiently accurate to warrant its universal adoption.

READING

Reading ability is really a complex of several abilities, and is dependent upon many factors. In scoring a reading performance the following factors, at least, should be noted: Rate, comprehension, accuracy. A pupil's performance varies with the type of material—whether prose or poetry. Comprehension of the meaning of a passage is dependent upon whether it is factual, imaginative, etc.

In view of what has been said it is obvious that the measurement of reading ability is a task of considerable magnitude. This fact that different standardized tests rank pupils in different orders is not to be interpreted as a weakness of any test, but rather to be explained on the basis that they are really testing different abilities.

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Write to Mr. George Cromie, Commercial High School, Calgary, for a copy of the Queen's Summer School Students' Bulletin, and read the students' opinion of the work.

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Being an individual test, it requires a good deal of time. This indicates that its major usefulness lies in individual diagnosis.

University of Chicago Press, Chicago, Ill.

MONROE'S SILENT READING TESTS

Constructed from selections from children's readers and other children's books. Each test is rated according to its comprehension value and rate of reading value. The totals for the various elements give a comprehension score and a rate score. Time allowed, 5 minutes.

Test I. is for Grades III., IV., V.

Test II. is for Grades VI., VII., VIII.

Test III. is for Grades IX., X., XI., XII.

Can be given soon after the beginning of the school year, and repeated near end of year to discover progress.

The test has certain defects, as an adequate measure of silent reading, but is probably the best one available for Grades 6, 7, 8. Its comprehension score is more reliable than its time score. It is more useful as a class test, rather than a diagnostic test. The test is cheap, easily given and easily scored.—Public School Publishing Co., Bloomington, Ill.

3.—COURTIS SILENT READING

Designed to measure "the ability to read silently and understand a simple story and simple questions about the story."

Both comprehension and rate are scored. The test is probably the best one available for Grades 2-3-4-5, but it does not provide an adequate measure for the varied types of reading material employed in the upper grades.

Bureau Educational Tests, Kansas State Normal School, Emporia, Kansas.

GRAY'S ORAL READING TEST

For use in Grades 1-8. Is probably the most widely used oral reading test. The test consists of 12 paragraphs, arranged in order of increasing difficulty. The relative difficulties have been established experimentally. The test is a good measure of oral reading ability—the best one available—and far superior to the types of tests used in the average school room at present.

It is recommended that this test be given to as large a number of pupils as possible in Grades 2-3-4 and to the poorer readers in the upper grades of the public schools.

University of Chicago Press, Chicago, Ill.

SPELLING

1. Monroe's Timed Sentence Tests.

It has been found by experimentation that a pupil's spelling scores are 5 to 10 per cent. lower in composition and in letter writing than they are when words are dictated in columns as from Ayres' list. Obviously composition work is the standard which society takes and to which the school must attain. This principle is found in the "Suggested Sentences for Dictation" in the Alberta Course of Studies. The Department of Psychology proposes to prepare a Timed Sentence Spelling Test for Alberta schools based on the prescribed list of words in the new course. The first draft on this test will be prepared at an early date, and a tenta-

tive standardization will be attempted before the end of the year.

2. Column Spelling Scale.

One of the best known scales for testing column spelling is the Ayres Scale. Since the lists in Alberta course of studies differ somewhat from those in the Ayres Scale it is proposed to construct a column spelling scale, with a view to ascertaining the relative difficulty of words in the Alberta lists. Co-operation will be sought from teachers, and those who are willing to assist by sending in uncorrected spelling lists are requested to communicate with the writer.

WRITING

Three writing scales are in general use, viz., those standardized by Starch, Thorndike and Ayres. Thorndike's scale, prepared in 1910 was the first of these. The Ayres Scale was published in 1912. The latter is usually preferred by Alberta teachers because:

1. The specimens of handwriting on this scale are more similar to those obtained in Alberta schools, than are the examples on either of the other scales.

2. The steps in the Ayres Scale are clearly marked.

For purposes of comparisons of class with class and even student with student, the Ayres Scale is valuable.

For diagnosis of individual errors and weaknesses it is recommended that the teacher use Freeman. "Diagnostic Chart for Handwriting" published by Houghton, Mifflin and Co., Boston.

Ayres' Writing Scale, 15c—Russel Sage Foundation, New York.

TESTS ON SPECIAL SCHOOL SUBJECTS

1. Holtz Algebra Scale. Most useful Algebra scale available. Alberta scale to be prepared.

2. Henmon French Tests. Consists of vocabulary and sentence tests. Their applicability to Alberta conditions is yet an open question.

A graduate student in this Department has a test in preparation.

3. Geometry Scale. None yet suitable for Alberta. A graduate student in this Department has a scale in preparation for first year Geometry.

4. Thorndike-McCall Reading Scale. Most useful High School Silent Reading Scale available. Published by Bureau of Publication, Teachers College, New York.

5. Lewis Special Type Scales on Composition. Most useful High School composition scale. World Book Co. (\$1.36 postpaid).

Correspondence is invited with regard to tests and scales in other subjects of the Elementary and Secondary Schools. If there be a sufficient demand, a booklet on tests and scales will be prepared by the University. Teachers who desire such a bulletin will please notify the writer.—*University of Alberta Press Bulletin*

A Scotsman very much addicted to smoking was persuaded by the minister of the kirk to give it up.

The minister was surprised when he met Sandy a short time afterward by Sandy asking him for a pipe of tobacco.

"But, Sandy, you promised to give it up."

"Eh, mon, I am breaking myself in gradually; I have not bought any since."

Since bootleg booze came in there is more sense than poetry in that sublime line: "Drink to me only with thine eyes."

The Purpose of an Opposition

By J. RAMSAY MACDONALD. M.P. Leader of the Opposition

The makers of paper constitutions are coalitionists by nature. In the abstract, can anything be more logically or morally obvious than that men of good will and honest concern for the commonwealth should sit together as colleagues in effort and devise, as a joint body, the ways and means of national and international well-being? In this instance, however, the creation of the study has little likeness to the needs of the world. That very simple expression, "national well-being," is the common aim of diverse policies and opposing schools, and political controversy must be concerned in discovering in what it consists as well as in how it is to be secured. The political field is not set out like a sports ground, but like a battle plain. The work of the politician who has any claim to be regarded as a useful citizen is to value appropriately the rival and conflicting interests and ideas of his time, and correlate them into a system to guide him in his aims and his practical work. In everyday life conviction may have to compromise with conviction, and legislation be a resultant of conflicting forces; but unless these forces are kept active by independent expression, public life will become a sluggish and a muddy flow of deadening expediency. When leaders of opinion can strike no clear note and can give the people nothing but a vague vision of moral ends, such as the lazy-minded or the cowardly use for soporific effect, the energies of public life slacken and the will to progress becomes weak. Minds unspurred by high and open controversy become lethargic, and then purely personal and class interests flourish in every field, and institutions like parliament lose their grip on public interest and cease to be freshened by new draughts from the active intelligence in the nation. At the end of strenuous political epochs, when the principles of further advance are confused, parties become partisan or are committees for the defence of sectional concerns, and majorities are gathered by aggregates of self-regarding interests, each with a log to roll. But normally, national life is maintained by two schools of thought, both truly conservative, but one conservative in the sense that it stands still—the conservatism of the skeleton; and the other conservative in the sense that it promotes organic change—the conservatism of the mind. Today, the former is represented by the Tory Party, the latter by the Labour Party. It is all for the good of the nation that the two should be in clearly separated camps; should be free from all entanglements with each other; should, as the champions of opposing conceptions of what national well-being is, criticize and supplement each other's proposals; and, now as drags, now as spurs keep legislation and administration up to, indeed a little ahead of, the limits reached by the education of public opinion.

It is a profound mistake to think of parliaments and cabinets as bodies of specially wise or foolish men endowed with a supreme power to do things for a passive people whose only function is to obey the laws. An essential part of the parliamentary or any other system of government is to educate the public so that it becomes an active partner in all that is done. Now, this is impossible without a powerful parliamentary opposition, active not only in the House of Commons, but on the public platform and in the press. Thus not only is interest but education kept up. The nation is

kept alive to its own problems and to the ideas that are playing round them. It is enlisted as a jury in its own concerns. I know how difficult it is to get the facts before the jury. The advocate of new ideas is always handicapped by their newness. The first fate of a new idea is to be misunderstood and to become a bogey. Nine-tenths of the anti-Socialist propaganda is bogey-dressing, and points in the Socialist creed that are really vulnerable and need further consideration are passed over because it is easier to enlist fear and ignorance than full understanding. But no one need really complain of that. It is part of the resistance which society makes in its own interest before assimilating new ideas which are sound. The errors of Mr. Baldwin's speech on Socialism in Edinburgh have been the subject of examination on hundreds of platforms since it was delivered, and enlightenment has followed. If society is to enjoy a stable evolution rather than endure a series of revolutions it must not suppress new ideas but provide that they be tested before they are applied and understood before they are embodied in legislation. All we need strive for is to create the best conditions under which public education may proceed and leave the rest to the ordinary operations of democratic government. Only in this way can we create the constitutional mind—the mind which assigns their special rights to both majorities and minorities and tolerates neither, whether Fascisti or Bolsheviks, exceeding those rights.

The moral and economic breakdown of capitalism, marked by its failure to provide a sufficient impetus to labor and to keep the flow of production, exchange and consumption steady, combined with post-war conditions, has presented the world with sheaves of problems of critical import. If these are to be dealt with by political methods we must have some assurance that parliament is equipped with both the knowledge and the will to face them. The case of the sufferers must be put with plainness and with force. The action finally taken may be a composite thing, but the discussions must be conducted by men free to express their own views, men who have come to no bargains behind the scenes and whose loyalty to colleagues does not necessitate silence or diplomatic equivocation. Coalitions can never put straight issues. As a matter of fact, the necessities of the case do not permit of such coalitions of forces or muffling of opinions. Today the government and opposition represent in principle diametrically opposed points of view, the one that "private enterprise" (as it is erroneously called) is good in itself, that public interest should be sacrificed to private gain, and that human beings should be subordinated to material things; the other, that economic power should be organized for social ends and that national prosperity must be considered in relation to the well-being of the mass of the people. From the political clash of these two opposing views we are to have a legislative and administrative resultant which will carry us over our difficulties to a better social state. But if the public are to have confidence in that method of settlement, the clash must be in the open; the best that can be said on both sides must be said in the ears of the world and not round a private conference board and behind curtains; the electors must not be presented with the results arrived

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at, but must see and hear the argument. Not only is the best possible dependent on the prevailing view having to stand the test of public discussion, not only is the truth invigorated and promoted by being hammered and fashioned by the blows of rival champions, but if the political method is to be accepted in preference to others which promise speedier results and more drastic effects, the country must be convinced that there is no humbug about it, and must see the conflict in full operation so that it itself is in a position to pronounce a verdict. One of the most precious inheritances of our parliament is its tolerance. Whips may drive their flocks into lobbies as dogs do branded sheep, but the views of minorities, however insignificant, are expressed and have to be replied to, and this condition of tolerance secures that in the end numbers follow reason. But how can the nation reap the maximum benefit of stability from this unless every government has to face benches where an alternative government sits and every parliament has a recognized and responsible Opposition? It was by no accident and by no fault of ministers that the parliament which sat between 1918 and 1922 steadily declined in esteem and interest; that its reports were not read and its galleries were rarely full; that it and its officials kept but a slack hand upon its privileges and allowed, for the sake of its ease, changes to be made that increased the power of the executive unduly; that public honor was conferred upon recipients who cheapened and vulgarized the lists in which their names appeared and the badges of distinction conferred upon them. Government by party is open to great abuse unless conducted by men of honor and honesty, but it is the only way in which democracy can function and public life be kept vigilant and progressive.

As regards the working of the parliamentary machine itself, one has to come to the same conclusion—that a strong Opposition is as essential as a strong government. Governments have to be watched by men who will excuse nothing and condone nothing; bills and proposals have to be scrutinized by hostile eyes searching for failure to embody purposes and for looseness in expressing intention; lapses in rectitude, like the puffing of ministers by their own departments, have to be challenged by a parliamentary section whose business it is to let nothing of a doubtful nature pass. This can never be done by men whose fortunes are in the keeping of government whips and whose actions produce friction between themselves and the political organizations in which their political fate reposes. One has to regret that the comparatively recent doctrine that the government must always win on a division, and that it must lose in prestige if it listens to criticism, is limiting far too much the usefulness of opposition, and I hope that one of the very first changes made in parliamentary practice by a Labour Government will be a return to the freer methods which once were pursued. One has only to compare the clauses of bills of first-class importance—bills upon which the best departmental and drafting skill has been lavished—as first introduced with the draft of the bills when they leave the House of Commons, to see the work of an Opposition. In the present session the Indemnity Bill was so knocked about in fair debate that at one stage we had to suspend further discussion in order that the bill as it then stood might be printed anew so that we might know what we were doing. As regards the Housing and Rent Bills, although much altered by the criticisms of the Opposition, amendments were rejected because the govern-

ment stood upon its *amour-propre*, with the result that loosely-worded clauses were kept in and will now have to be interpreted in the courts. The accuracy and the fullness of legislation depend as much on a critical Opposition as upon the responsible government. Nor is that a complete statement of the case. It is the Opposition which makes the business of the House of Commons. The government produces the chief bills of a session and casts them on certain lines, but it is the Opposition that examines them, that puts the flail of criticism on them; it is the Opposition that has to keep an eye upon supply votes and, as a watch-dog, to be as responsible for what is being done as the government itself, though its responsibility is limited to that of criticism and inquiry. But, above all, it is the Opposition that guards the liberty of parliament against its natural enemy, the executive. It is in the nature of the executive to become a directory and to reduce the authority of parliament; it is in the nature of the Opposition to maintain the supremacy of the House of Commons.

An ill-service was done to parliament by Irish obstruction, but equally ill was the service done when leaders accepted the dictum that "the duty of the Opposition is to oppose." That is not its duty, and so long as that is its conception of its function, the precious time of parliament will be wasted and the lives of working members shortened by sheer obstruction, generally silly though occasionally smart, and governments will be less and less inclined to ride with a loose rein if partisan advantage is taken of the liberty given to private members. The duty of the Opposition is to examine and criticize, and, in relation to both commissions and omissions of the government, to uphold the policy and the outlook of an alternative government. I do not regard an Opposition as a section acting with partisan implacability and using parliamentary opportunities to keep as empty as possible the cup of government achievement and as fruitless as possible the hours spent at Westminster, and so scramble into office to be in turn thwarted by thickets of thorns thrown in its way; rather, I regard it as an essential part of the parliamentary machine whose function is not at all so negative as its name would seem to imply, but which is part of the composite dynamic from which legislation issues. Thus, in addition to the other functions of an Opposition, it provides a training in the work of government, because it can only do its duty when its members are masters of parliamentary procedure and are familiar with all the processes of legislation and administration. In a sentence, neither the conditions under which representative and constitutional democracy can exist, nor those under which parliamentary institutions work, can be provided unless there is a recognized official Opposition as well as a responsible government.

—The London Spectator.

A Scotchman entered a hotel and inquired what the rates were. He was told that the charges were \$5 a day for rooms on the first floor, \$4 for rooms on the second, \$3 on the third and \$2 on the top floor. The Scot after a moment's reflection started for the door, when the clerk asked him if he considered the charges too high. "No," replied Sandy, "it's the building that's no high enough."

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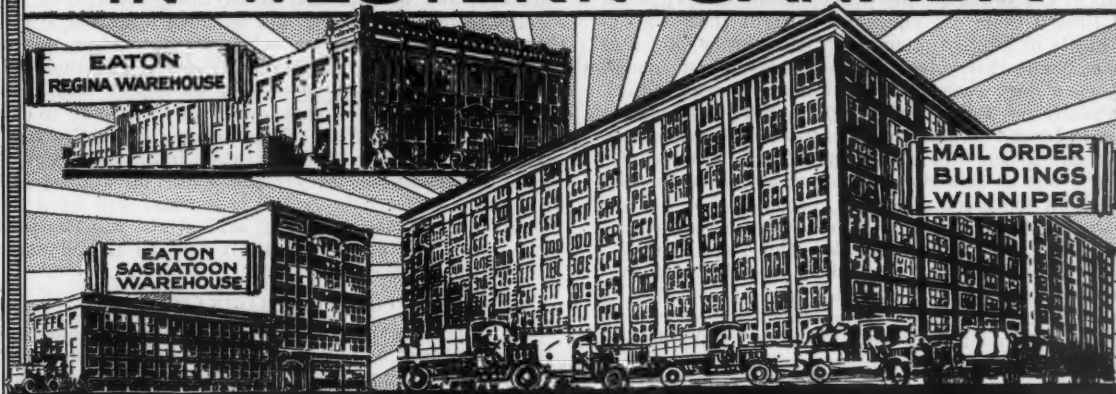
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Mr. Ramsay Macdonald on Teaching

LEADER OF THE OPPOSITION IN THE BRITISH PARLIAMENT

Mr. J. Ramsay Macdonald, M.P., addressed a meeting of the Glasgow Local Association of the Educational Institute of Scotland on Friday last in the City Hall, Mr. John Wishart, president of the branch, presiding over a large gathering of teachers and of the general public.

Mr. Ramsay Macdonald, who said that he did not come in the frame of mind of the politician, but as one interested in education for its own sake, began his address by observing that he did not believe that they could successfully face the very serious problems that confronted them as a nation unless they had an educated democracy to support them. In discussing the subject of education, the first thing they had to consider was what was education. Was it knowledge? Was the man who knew many things necessarily an educated man? He said certainly not. Knowledge was the weapon, not the real thing in itself. At the British Association the previous day an appeal had been made for a reconsideration of our educational machinery for the purpose of making men more keen business men than at the present time. He was not sure that that gentleman had got hold of the right end of the stick. (Hear, hear). Was education merely the fitting of the child to pursue a certain walk in life? A big bank balance was very good, but who was going to say that that summed the substance of human usefulness in this world? (Applause). He supposed the old generation was very nearly gone, but he hoped he would not be misunderstood when he said that in the old days the teaching profession in Scotland was largely a profession of failures—(laughter)—and that was why they were so good. They all had the highest regard for the "stickit minister" who went into the school as a dominie and moulded the minds and the ideals of the young people who came under his charge, and turned them out equipped to fight their way in the battle of life. (Applause). Therefore he said that if they made their ideals of usefulness broad enough they came very near the truth in defining what education really is. Education and the results of education did not depend so much on the system, the machinery, the organization, the equipment. These were all necessary, but he sometimes thought they were running a little bit too much after that, because what was the centre of all education? They were not educating muscle but mind, soul, and idea, those great powers and capabilities that belonged to men because they were men. And human faculties must be educated by human faculties, and to human faculties their most efficient equipment was only subsidiary. (Applause).

SCOTLAND'S SUBORDINATION

Just as education itself was not knowledge, so teaching was not the imparting of mere knowledge. It was the introduction of the child to a wonderful world of realism and romance, of hard material things and glorious spiritual things. Teaching was the least mechanical of all the professions. As teachers they were dealing with an element infinite in its capacity, which included all sciences, which was eternal in its existence, and to which no bounds could be placed. The teacher's material was the human mind. It was the product of the ages, and, if he might say it with humility and reverence, nothing less than the Divine

mind itself. Therefore—and this was the only political reference he would make, and he was sure they would all, Conservatives, Liberals, and Labour people present, agree—they could not be too eloquent or too passionate in opposition to the deterioration of the teaching that was going on at the present time, owing to false ideas of economy, saving, and cheese-paring. (Applause). He was a Scottish Home Ruler, and there was nothing that gave him more backbone in that than when he looked at the way in which Scottish education was being dominated by English prejudice. Only the other day in the House of Commons they had forced on them a code not by Scottish members, because the majority of Scottish members voted against it. But when a nation which had stood in the forefront of the educated nations of the world, which did not wait till 1872 to establish a public system of education, which for generations had had the cheapest universities, and for centuries had been able to bring up right from the poorest of the people the best of the brains, and give them a field for use—when such a nation was subordinated to and outvoted by men of a nation which had only wakened up to its educational responsibilities within the last generation, it was an insult to a proud and spirited people. (Loud applause). He blamed not their English friends at all, but he was jealous of Scottish liberties. He made no criticism of an unfriendly character upon the state of English education, upon the very small service, for instance, which the great universities of Oxford and Cambridge had been able to make to the educated life of the English nation. But in Scotland we had our separate law courts, our separate church establishment, our separate educational traditions, results, system, and psychology, better than in our sister country, as had been proved by history, and he said that if anything established the claim to self-government and self-determination, it was that difference, especially when the Scottish people in that respect were being crushed down, and their advantages taken away from them by hostile majorities from another nation that owed no allegiance to the Scottish people. With self-determination in Scotland, and carrying on Scottish education in accordance with Scottish traditions, they could make up all the loss they had suffered in recent years, and still keep the banner of education flying, and retain for Scotland the great reputation which it had in the educated world. (Applause.)

PLEA FOR IMAGINATION

Teachers in their work had to remember that they were not finishing anything. It was only in old dames' schools open for young ladies of the Victorian Age that the legend "Young Ladies Finished Here" was appropriate. (Laughter.) It was a truthful statement, solemnly and literally true. (Laughter.) It ought to be a great ambition of teachers to finish nothing. They ought not to put finishing before them as an ideal. It was their glory to begin something which would perhaps never be finished. They were of the great spiritual pursuing profession, the profession that never dotted its i's or stroked its t's, and certainly never came to a full stop. It was their glory to write the opening of a sentence; it was their art to make that opening so capable of a glorious ending that it would require the

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gods themselves to finish the work. All education was a preparation of life. Teachers had to remember that they were not turning out implements but human beings—instruments that felt and knew and found satisfaction only in good work and gloried in the culmination of silent forces that determined their course through life. Therefore the teaching profession was unique in all the professions. They had also to remember that the foundation of all education was in drudgery; the man who could not do drudgery work was no good, whether in the teaching or the political profession. (Laughter.) The process of education might be made too easy, and they might so pander to what they called the child's happiness and ease that they turned out not a disciplined person but a mere wilful creature. (Hear, hear). One of the great duties of the teacher was to mould the human mind so that it came up against something and not make education too easy. And there was nothing more important for teachers to bring out than imagination. After examining a whole series of school books, he was perfectly convinced that if they were not careful they were going to appeal too much to the eye; educating far too much through the eye and leaving the child's imagination no free play to see its visions and dream its dreams. (Applause). Therefore he made a strong plea for imagination. Another great weakness of the present age was the incapacity to reflect, and he urged that every effort should be directed to making people reflecting creatures. If the teaching profession could not produce a better generation in that respect nobody else could, because it was largely, almost totally, in their hands. In a consideration of education the whole social atmosphere outside of the school must be appreciated, as it colored a child's mind and determined its qualities; and as citizens, as well as teachers, they had to take wide views of the sources of their strength and the opportunities presented to them for doing their work successfully. Democracy had asked for power, but the possession of power meant corresponding responsibility of training themselves to be able to use the power properly. (Applause.) To him education was culture, mental power; the power to go amongst the pots and yet not carry away the soot, power to read anything and reject the evil, power to hear both sides and understand both sides, and to stick to their own. (Laughter.) The education he wanted was the strengthening of the intelligence of men and women so that they saw the world of fact. (Applause.)

On the proposal of Mr. D. MacGillivray, seconded by Dr. Steel, Mr. Ramsay Macdonald was cordially thanked for his address.—*Scottish Educational Journal*.

The Wooden Horse

MRS. I. F. TERRY, TEACHER OF ART, MEDICINE HAT

The phenomenal growth of the so-called "Comic" strip in our daily and weekly papers is a matter for grave consideration by all who are interested in education. These "Comics" can serve but one purpose—to lower the standards of Art, Literature, and all that makes for good Citizenship. Disregard of the rights of others, destruction of property, public and private, and defiance of all authority, parental and otherwise, are continually made the subject of mirth. Shirking of obvious duties is condoned, and made to appear

"Smart." To all thoughtful persons this savours of tragedy, a tragedy that can be averted.

THE WOODEN HORSE

We prate of progress in these later years;
We pride ourselves on foresight, laugh at fears
Expressed by those whose keen prophetic eye
Discerns the signs that heedless men pass by;
And in our fatuous self-conceit and pride,
Scorn all advice, and warnings cast aside.

A slimy monster, in a thin disguise,
Today unfolds its coils before our eyes.
But, blinding by its meretricious glow,
Its gaiety, its outward seeming show
Of comic situations, raising mirth
Without regard to Truth, or Faith, or Worth;
Insidious, with its neatly hidden guilt,
It creeps beneath the guard our sires have built.
A camouflaged iniquity, which winds
Its leprous coils about our children's minds.
Respect for Law and Order, Filial Love,
The Sanctity of Home, the things that prove
That man is higher than the beasts that die—
All, all of these are pilloried on high:
A target for the wit of the buffoon,
The bitter arrows of the coarse lampoon.
True Art is travestied by drawings rude,
Proportions false, and colors coarse and crude.
Actions ungraceful, movements that suggest
Unholy things, and thoughts that fill the breast
With unclean whisperings of the baser joys
Of self-indulgence—these, our girls and boys
Study, because they find on every hand
The gaudy poison broadcast through the land.
With verbiage coarse, and language unrefined
These fulsome things contaminate the mind.
With grammar false, enunciation slurred,
Their utterances debase the written word.
Our English language, with its periods round,
Becomes a jargon of uncultured sound,
A language foreign as the raven's croak
To that which Shakespeare, Keats, or Milton spoke.
Thus in clean minds, these "Comic" pictures stamp
The language of the hoodlum and the tramp.
The painted wreath still hides the poisoned thorn;
Purity dies—and persiflage is born.

A few brave spirits, bolder than the crowd,
With insight clear, a warning cry aloud.
They see the reptile rising through the slime
To smirch the pure, and rail at the sublime,
To lower all the ideals that the great
Poets and Artists, men of worth and weight
Have held before our eyes from age to age,
Our choicest boon, our goodliest heritage.
To them 'tis given to understand and know
The agony of bitter pain and woe
With which Cassandra in the bygone years
Saw through a blinding mist of scalding tears,
Her countrymen, with laughter loud and coarse
Drag through the gates of Troy, the Wooden Horse.

Must we today that tragedy repeat?
Must Art forever climb with bleeding feet?
Still straining upwards toward the higher spheres
Must they, whose warnings fall on heedless ears,
Fight—futile as the dog that bays the moon—
The insidious menace of the coarse cartoon?

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